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ABSTRACT

This publication presents brief descriptions of 48 innovative demonstration programs that have been developed, implemented, and evaluated by New York school districts under provisions of Title IV-C of the Elementary and Secondary Education Act. Under Title IV-C, the demonstration districts have been provided funds to cover the cost of aiding other interested districts in investigating or adopting the various demonstration programs. One section of the publication explains what services the demonstration districts may be expected to provide to any other districts and to those districts that agree to replicate the demonstration program. The program descriptions are grouped together in topical sections that correspond to the 17 educational priority areas of the New York State Education Department. (JG)

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# NEW YORK STATE EDUCATIONAL PROGRAMS THAT WORK

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## ESEA TITLE IV, PART C, 1977-78

EA 010 611

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THE STATE EDUCATION DEPARTMENT
Division of ESC General Program Planning
Albany, New York 12234

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## INTRODUCTION

School districts looking for improved ways to solve their educational problems may well find at least partial answers and help from the 48 demonstration programs that have been described in this publication. These programs have proven their success in their districts over several years of operation, have been locally evaluated under systematic evaluation procedures and have gone through rigorous validation procedures under the supervision of the New York State Education Department. The demonstration districts have been provided ESEA Title IV-C funds to cover cost of dissemination and demonstration activities. More specifically, funds are used to select and train potential replicators, to provide technical assistance during the process of adoption and to provide follow-up and evaluation services to the replicator. These steps are important in the Transferring Success process leading to adoption and institutionalization of the demonstration program in the replicating district.

Since 1976-77, the demonstration projects have been funded under ESEA Title IV-C as a part of the "Transferring Success Strategy" under the sponsorship of the New York State Education Department's Division of ESC General Program Planning. The number of demonstration projects has increased from 17 in 1976-77 to 48 for the 1977-78 school year. These programs fall within the following educational priority areas of the New York State Education Department:

- o Basic Reading
- o Education of Handicapped Children
- o Basic Mathematics
- o Nationally Validated Programs
- o Values Education
- o Integrated High School Mathematics
- o Integrated High School Science
- o Basic Problem-Solving Skills
- o Bilingual Education
- o Career Education
- o Prevention and Reduction of Racial Isolation
- o Education for the Gifted and Talented
- o Energy Conservation
- o Compensatory Education
- o Individualized Instruction in General Education
- o Problem Solving/Planning
- o Coordinating Health and Nutrition Services

During the 1977-78 school year, each Demonstration Project plans not only to make districts aware of the demonstration program(s), but to have some districts well on their way to putting programs into their own schools. By June 1978, the ESEA Title IV-C office hopes to have 400 replications progressing at various levels in the replication process.

Scan the brief descriptions of the demonstration programs which follow. The sections labelled PURPOSES, ACTIVITIES and EVALUATION refer to the instructional, administrative or management program which you might choose to replicate. The section labelled DEMONSTRATION SERVICES tells you what <u>any</u> school district may expect from the demonstrating district. The section labelled SERVICES TO REPLICATING DISTRICTS tells what may be expected from the demonstrating district by a school district <u>which agrees</u> to replicate the program.

If you are interested in more information on a particular program, please get in touch with the appropriate Contact Person as indicated in the program descriptions which follow.

Should you desire to know more about ESEA Title IV-C and the Transferring Success process, contact the Project Manager (Muhammad Khan) of Transferring Success, Division of ESC General Program Planning, Room 860 EBA, New York State Education Department, Washington Avenue, Albany, NY 12234, Telephone: (518) 474-2380.

The program descriptions which follow have been prepared by Messrs. Muhammad Khan and Paul Regnier who received invaluable help from the Contact Persons of the various Demonstration Projects, who have reviewed and modified the descriptions to ensure their accuracy. Their assistance and cooperation is gratefully acknowledged.

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# 1 BASIC READING

PROJECT TITLE: Integrating Reading Instruction Into Content Areas - SED #13051

CONTACT PERSON:

Starr Canestraro, East Syracuse-Minoa Schools, Administration Building, 407 Fremont Road, East Syracuse, NY 13057
TELEPHONE: (315) 656-7201

PURPOSES:

1. To answer the concern that subject-matter teachers do not integrate the teaching of reading skills into regular classroom instruction.
2. To improve students' general reading skills.
3. To improve students' content-related reading and reasoning skills.
4. To improve student understanding of specific course content.
5. To foster positive student attitudes toward subject areas and toward reading in general.

ACTIVITIES:

Members of the local reading staff are trained as teacher trainers. Subject-area teachers are trained to provide reading instruction as part of subject-area curricula. Students are taught - by their subject-area teachers - those reading/study skills necessary for achieving the goals of the subject-area curricula.

EVALUATION:

Standardized reading achievement tests, especially designed content reading tests, content achievement tests, and pre- and post-attitude scales measure achievement of the objectives. RESULTS: Students increase their ability in vocabulary and comprehension and the longer students are exposed to this instruction, the greater the gain in achievement they make.

DEMONSTRATION SERVICES:

Interested school districts may request printed material concerning the project. The Content Area Reading Demonstration Center will be opened for visitors one day each month from October through June.

SERVICES TO REPLICATING DISTRICTS:

Leaders of school districts wishing to replicate this program will be given detailed orientation and inservice training. The four weeks of inservice training will consist of a.) two weeks training in methodology, b.) one week of leadership training, c.) one week of implementation and training in organizational strategies. Consultation sessions will be held in the replicating school districts. The demonstrating district will accept four new replicators.

PROJECT TITLE: English Skills Program (ESP) - SED #13052

CONTACT PERSON:

Amerigo Ranaldi, Newburgh Free Academy, Fullerton Avenue, Newburgh, NY 12550 TELEPHONE: (914) 561-8500, Ext. 223 (Reading Center, Ext. 217)

PURPOSES:

1. To diagnose skills deficiencies in students in grades 7-12 who are not competent in basic communication skills.
2. To prescribe remedial programs for such deficient students and to carry out these programs within regular English classes.

ACTIVITIES:

The reading teachers evaluate test results and schedule remedial work at the beginning of the school year. Students receive remedial instruction from their English teachers and reading teachers working together with students in the classroom. Reading teachers continually evaluate and reschedule students on an individual basis.

EVALUATION:

Reading teachers administer diagnostic tests in September, December, and March and evaluate the programs of individual students throughout the year. RESULTS: Fourteen months average gain for eight months of instruction.

DEMONSTRATION SERVICES:

The English Skills Program Teacher's Manual may be ordered from the demonstrating district at a cost of $2.00 per copy. Interested school districts may attend on-site demonstrations on certain dates in November and December.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide assistance in planning, descriptive inventory, in-service training, curriculum materials, instructional materials, site assessment, and follow-up assistance to replicating districts. The demonstrating district will accept two replicators.

PROJECT TITLE: Graphics Expression Reading Improvement System (GERIS) - SED # 13053

CONTACT PERSON:

Frank Sawicki, Uniondale Union Free School District,
California Avenue School, California Avenue, Uniondale, NY 11553
TELEPHONE: (516) 485-9800, Ext. 259 or 260

PURPOSES:

1. To improve the reading skills of students in Grades 2-9 who are reading at least one year below grade level.
2. To motivate students to read who have previously lacked interest in reading.

ACTIVITIES:

During three 45-minute periods a week, students receive instruction by teachers and support personnel using a variety of remedial reading materials and read, write, and tape scripts on the videographic equipment.

EVALUATION:

Students' progress is tested by standard reading-skills tests. RESULTS: Students enrolled in the program make an average growth of ten months during the school year.

DEMONSTRATION SERVICES:

Interested districts may visit the demonstrating district during the school year. A descriptive folder and booklet, A New Motivation for Learning: The Graphics Expression System, may be ordered from the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide technical assistance concerning equipment, organizational details, and program ideas to replicating districts. Replicating districts may receive off-site staff awareness and training and follow-up services on a first come, first served basis. The demonstrating district will accept two replicators.

# 11 EDUCATION OF HANDICAPPED CHILDREN

PROJECT TITLE: Center for Multiple Handicapped Children Demonstration Project - SED #13124

CONTACT PERSON:

Robert McDonald, Center for Multiple Handicapped Children,
105 East 106 Street, New York, N.Y. 10029
TELEPHONE: (212) 722-0600

PURPOSES:

1. To offer a multi-disciplinary approach to the education of children with more than one disability
2. To explore the needs of severely multiple handicapped children in areas of medical care, physical therapy, nutrition, and daily living activities.
3. To assist in meeting the health needs of all the children in the Center.
4. To provide training for professionals and para-professionals in and outside of the Center.
5. To foster programs of community relations and dissemination.

ACTIVITIES:

The individual child is matched with an educational experience including non-graded classes, diagnostic grouping and individually prescribed instruction which will most benefit him. The child's socialization is developed through planned group activities. Licensed teachers trained in special education support the rest of the staff through their understanding of specific handicapping conditions.

EVALUATION:

An Educational Evaluation designed by the staff of the CMHC is used to determine the placement and appropriate program for each child as well as providing baseline data for further evaluation of a child's progress. A follow-up of students transferred since 1971 is used to evaluate curriculum needs. RESULTS: Of students transferred, only 2% have been returned due to inappropriate placement.

DEMONSTRATION SERVICES:

Various printed and audio-visual material is available through the demonstrating district. Information on scheduled workshops at the demonstrating district may be obtained through the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

Technical assistance and follow-up services for the replication of project components and/or the establishment of similar centers will be available from the demonstrating district. The demonstrating district will accept five replicators.

PROJECT TITLE: Comprehensive Physical Education Program for the Severely Physically Handicapped - SED #13125

CONTACT PERSON:

Ellen Hawver, Project Director, Rochester City School District, 410 Alexander Street, Rochester, NY 14607
TELEPHONE: (716) 325-4560 ext. 468

PURPOSES:

1. To provide an individually designed physical education program for crippled adolescents as part of a regular Junior-Senior High School program.
2. To promote the physical and mental well-being of severely handicapped students.

ACTIVITIES:

Students participate in individualized exercises, individual and team games, swimming, and driver education.

EVALUATION:

Students, teachers, and therapists were surveyed to determine student achievements in individual skills (social, physical and emotional). RESULTS: Students achieved marked improvement in individual skills.

DEMONSTRATION SERVICES:

The demonstrating district will provide awareness and training materials, syllabus and instructional materials, and on-site demonstrations to interested districts.

SERVICES TO REPLICATING DISTRICTS:

On-site and off-site staff training, technical assistance, and follow-up survey/services are available to interested districts. The demonstrating district will help replicating schools obtain necessary equipment and provide technical assistance, workshops, inservice training, and follow-up survey. The demonstrating district will accept eight replicators.

PROJECT TITLE: A Retrieval and Redirection Work-Oriented Program for CRMD Junior and Senior High School Pupils - SED #13127

CONTACT PERSON:

Melvin Rodgers and Isabelle Wiedis, NYC Board of Education, Division of High Schools, 65 Court Street, 8th Floor, Brooklyn, NY 11201 TELEPHONE: (212) 858-5520 or 21

PURPOSES:

1. To provide an educational-vocational alternative for Junior High School Educable Mental Retardates with histories of truancy, academic failure, mild behavior disorder, and general lack of interest in education.
2. To provide a work-oriented curriculum which concentrates on functional reading, general job skills, activities of daily living and specific job analysis.
3. To provide a work-study experience which is ancillary to the classroom and which permits the practical application of habits, attitudes, and skills learned in class to a real job situation.
4. To improve significantly project students' vocational competency through participation in manual and non-manual learning experiences.
5. To improve significantly project students' attendance, punctuality, and behavior by providing relevant social and instructional experiences.

ACTIVITIES:

A vocationally oriented instructional program is used in job-prep-work-study classes. Students are placed in a rehabilitation agency workshop providing evaluation, placement services, and occupational skills training for more socially mature participants. A work-study program provides on-the-job-training work experience as an extension of the curriculum. The project job developer finds full-time employment for job-ready students. An out-reach component provides guidance and social work services to students and their families.

EVALUATION:

A comparison of dropout rates was made between the treatment group and the control group receiving traditional classroom instruction. Pre- and post-testing using standardized instruments measured increases in vocational competency, growth in basic academic skills, and social maturity. RESULTS: Students in the program had significantly lower dropout rates than the control group. Significant improvements were registered in vocational competency, reading and arithmetic skills, and social maturity.

DEMONSTRATION SERVICES:

The demonstrating district will provide awareness and training materials to interested school districts with similar needs. Training sessions for administrators, social workers, counselors, and other school staff will be provided in the areas of project organization and management, evaluation and screening processes, referral procedures, case-work technique, outreach management systems, and instructional techniques and materials.

SERVICES TO REPLICATING DISTRICT:

The demonstration district will provide continued technical assistance and follow-up services to replicator districts. The demonstration district will accept ten replicators.

# III BASIC MATHEMATICS

PROJECT TITLE: Diagnostic Prescriptive Arithmetic Program - SED #13150

CONTACT PERSON:

Janet Castellano and Matthew Scaffa, Community School District #31 211 Daniel Low Terrace, Staten Island, NY 10301 TELEPHONE: 212 447-3637

PURPOSES:

To remediate mathematics deficiencies in students in Grades 2-6 through a diagnostic prescriptive approach.

ACTIVITIES:

DPA is the arithmetic component of a total mathematics program which includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. A diagnostic test is used to identify these students' strengths and weaknesses for both concepts and skills. Prescriptions are planned through the use of the DPA Teacher's Manual. This manual contains activities for developing and modeling basic concepts using physical materials; activities for reinforcing and practicing needed skills; record-keeping procedures and devices; classroom management topics; and instructions for designing and developing a variety of teacher-made materials.

EVALUATION:

The Stanford Diagnostic Arithmetic Test evaluates and identifies individual student needs. Statistics have been kept since 1971 for the remediation model of the program (students from one to two years below grade level). RESULTS: Students achieve an average gain of 15 months for seven months of instruction.

DEMONSTRATION SERVICES:

The demonstrating district will provide brochures and booklets which describe the project in detail. Arrangements can be made for visitations to the demonstration site, awareness presentations, and miniworkshops.

SERVICES TO REPLICATING DISTRICTS:

Pre-implementation training workshops (three full days) for teachers and supervisors are conducted at either the demonstration site or the replication site. Follow-up meetings for technical assistance are scheduled to meet the needs of the replicating district. The demonstrating district will accept twelve replicators.

PROJECT TITLE: Redesign for Mathematical Relevancy-SED #13151

CONTACT PERSON:

Mary L. O'Brien, East Syracuse-Minoa Schools, 407 Freemont Road, East Syracuse, NY 13057 TELEPHONE: 315 656-72001

PURPOSES:

To provide a comprehensive total math program for average and above average students in grades one through eight which is a compromise between completely individualized and total group instruction.

ACTIVITIES:

A behaviorally based curriculum guide provides the daily bases of instruction. Staff is trained through inservice programs. A diagnostic team diagnoses students' math abilities and assists teachers in curriculum implementation. A curriculum involvement management system monitors program pacing by individual teachers, by building, and by school district.

EVALUATION:

A pre- post- criterion referenced testing program is used throughout the program. RESULTS: Testing in May of the last two years, 1976 and 1977, indicated that 90% of average and above average students were achieving at their expected growth levels.

DEMONSTRATION SERVICES:

One-half day informational workshops which explain the philosophy, strategies, and components of RMR are scheduled monthly October-June. One-half day in-depth consultant sessions will be held for interested districts.

SERVICES TO REPLICATING DISTRICTS:

A thorough needs assessment by the adopter's planning committee will determine the extent of training necessary for a replicating district. Training of staff (Math Coordinator, Math Supervisor, Department Chairman, and teachers) will vary according to the components of the program chosen for replication. A minimum of five days training is suggested with three 2-day follow-up sessions. Technical assistance and follow-up services will be available to the replicating districts. The demonstrating district will accept four replicators.

# IV NATIONALLY VALIDATED PROGRAMS

PROJECT TITLE: ECOS- Training Institute (Environmental Education, Community Opportunity for Stewardship)-SED #13153

CONTACT PERSON:

Frank Thompson, Putnam/Westchester BOCES, 833 Fox Meadow Road, Yorktown Heights, NY 10598 TELEPHONE: (914) 245-4009

PURPOSES:

- No program of student instruction is operated by the ECOS Training institute, but an instructional program using the ECOS training has been evaluated.

1. To provide workshops on the design of curricula which integrate several elements, including educational change and community-school cooperation (infusion and diffusion).
2. Through "Infusion," to integrate new educational priorities without a discipline of their own (e.g., environmental education, career education) into the basic school program, enhancing the basic program at a minimum of time and expense.

ACTIVITIES:

Interested school districts are invited to register for any of the workshops offered by the demonstrating district; the workshops average three days and are based on the concept of "infusion." The following workshops are presently being offered: "the dynamics of change," "K-12 curriculum development," "career education."

EVALUATION:

Attitudinal tests developed by project evaluators measure the environmental awareness of students in ECOS programs compared to that of similar students in non-ECOS programs. The Stanford Achievement Test measures cognitive abilities of students in ECOS programs. RESULTS: The mean scores on the test of environmental awareness of students in ECOS programs were significantly higher than those of the control group. There was no significant difference between experimental and control groups on the Stanford Achievement Test.

DEMONSTRATION SERVICES:

Awareness materials are available to interested school districts.

SERVICES TO REPLICATING DISTRICTS:

Workshops, instructional/workshop materials, technical assistance/follow-up services following the workshops are available to replicating districts. The demonstrating district will accept 40 replicators.

# V VALUES EDUCATION

PROJECT TITLE: Street Academy of Albany - SED #13154

CONTACT PERSON:

Harriet Gibbons, Albany City School District, 165 Clinton Ave., Albany, NY 12210 TELEPHONE: 518 472-7528

PURPOSES:

1. To meet the needs of youths between the ages of 14 and 18 who are present or potential dropouts for reasons of alienation, non-achievement, chronic truancy, and disruptiveness.
2. To provide a full-time, non-graded school which uses the city as a significant portion of its curriculum and classroom.
3. To enable students to complete their high school diplomas and become eligible for college entrance and job training.
4. To enable students to gain insight into their own potential.

ACTIVITIES:

The Street Academy uses both traditional and new teaching methods so that each student will reach his or her potential in reading, math, and composition. Individual learning labs, open classrooms, and extracurricular activities are significant parts of Street Academy's program.

EVALUATION:

Standardized tests (pre- and post-) are given twice a year in mathematics and reading; pre- and post- data records are also kept in composition and affective development. Grades are recorded quarterly. RESULTS: Credit toward graduation is granted to all students who maintain passing grades. A diploma is granted upon satisfactory completion of 18 credit hours meeting New York State standards.

DEMONSTRATION SERVICES:

Interested districts may request awareness and training materials from the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

Audio-visual packages, training workshops for teaching and administrative personnel, and continued technical assistance will be provided to replicating districts. The demonstrating district will accept six to eight replicators.

PROJECT TITLE: Ethical Values Education Through Critical Thinking and Interdisciplinary Studies - SED #13164

CONTACT PERSON:

John McNair, New Hartford Central S.D., New Hartford, NY 13413 TELEPHONE: (315) 724-9861

PURPOSES:

1. To teach students how to formulate solid value systems through reasoning skills.
2. To emphasize the integration of knowledge and skills from several disciplines into human experience.
3. To orient interested volunteer teachers and their administrators in the Simon, Raths, Kohlberg thrust in Values Education and then to train them in specific techniques for immediate classroom implementation.

ACTIVITIES:

Through observation and discussion, the students become aware of such concepts as value, reasoning skills, and the integration of knowledge and skills from several disciplines into human experience.

EVALUATION:

The degrees of trained teacher acceptance and of classroom implementation were recorded. RESULTS: Out of 113 teachers trained in the five replicating schools, 110 embraced the program and have implemented SEARCH lessons in their classrooms.

DEMONSTRATION SERVICES:

Interested school districts may request awareness and training manuals and materials.

SERVICES TO REPLICATING DISTRICTS:

Staff training workshops of two to four days, follow-up lessons, development experiences, and continued technical assistance are offered to replicating districts. The demonstrating district will accept five replicators.

# VI INTEGRATED HIGH SCHOOL MATHEMATICS

PROJECT TITLE: Integrated High School Mathematics, Courses I, II, and III - SED #2011

CONTACT PERSON:

Leonard J. Szumiloski, Penfield Central School District, Penfield, New York 14526 TELEPHONE: 716 586-7170 ext. 110

PURPOSES:

1. To unify, in an integrated three-year sequence, three branches of mathematics (algebra, geometry, trigonometry) that previously have been treated as independent, year-long courses.
2. To provide a unified mathematics program that is easily adaptable to all student learning levels.
3. To incorporate into the 9-11 mathematics curricula, topics of increased consumer and career relevancy (logic, probability, statistics) that normally have not been presented until the 12th year.
4. To develop teaching materials and strategies that emphasize practical and experiential activities and build skills in abstraction.
5. To enable students to take ownership of a meaningful body of mathematical skills that are applicable to other areas of study.
6. To provide a stimulating sequence of learning experiences that emphasize the related wholeness of mathematics.

ACTIVITIES:

Teacher-prepared instructional packets supplement the districts' standard materials.

EVALUATION:

Grades of students in the program on especially prepared examinations are compared with grades of students not in the program on Regents examinations. RESULTS: Grades of the experimental group and grades of the control group are comparable.

DEMONSTRATION SERVICES:

Interested school districts may request awareness materials.

SERVICES TO REPLICATING DISTRICTS:

Inservice consultations, workshops, written material for implementation, telephone consultation, visits to site, and liaison between the Bureau of Mathematics Education and the replicating districts will be provided by the demonstrating district. The demonstrating district will accept six replicators.

PROJECT TITLE: The "New" New York State Regents Sequence for High School Mathematics - SED #2012

CONTACT PERSON:

Edward Keenan, Sewanhaka Central High School, 500 Tulip Avenue, Floral Park, NY 11001 TELEPHONE: 516 328-4642

PURPOSES:

To develop an integrated high school mathematics sequence as a replacement for or as an alternative to the traditional New York State Regents program, grades 9-11.

ACTIVITIES:

Curriculum materials have been developed by the participating districts. These include teacher guidelines, optional sequences, and student activity worksheets.

EVALUATION:

Regents examinations issued by the New York State Bureau of Mathematics to reflect the new course content and a locally developed attitude survey were used to evaluate the program. Regents questions of equal difficulty were readministered the following semester to the students enrolled in both programs. RESULTS: Both district and statewide comparisons showed a higher percentage of students passing the new Regents examinations. The attitude survey indicated that students reacted favorably to the new program. The retention level of students in the new Regents program was significantly higher than that of students in the previous program.

DEMONSTRATION SERVICES:

Interested schools in the southeastern portion of New York State may attend regional workshops at which brochures, sample curricula and other relevant materials will be distributed. Other centers will work with schools located in the upstate area.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide replicating schools with on-site information sessions, additional materials, personnel training and follow-up support. The demonstrating district will accept 55 replicators.

PROJECT TITLE: The "New" New York State Regents Mathematics Sequence - SED #2013

CONTACT PERSON:

Thomas M. McMullin, Vestal Senior High School, Vestal, NY 13850
TELEPHONE: 607 757-2304 or 607 757-2303

PURPOSES:

1. To integrate the various branches of mathematics into a curriculum which reflects what is happening in mathematics today.
2. To convince students that, because mathematics is an agreeable and relevant part of their total experience, they will continue its study.

ACTIVITIES:

Traditional topics have been resequenced where desirable; anachronistic topics were dropped; two new branches of mathematics (logic and statistics) were included in each of the three years; real world applications of mathematics were stressed.

EVALUATION:

Two pilot groups participated in the three-year sequence. RESULTS: The failure rate for students in the integrated mathematics program is significantly lower than both the local failure rate for Regents math and the statewide failure rate for Regents math at each of the three years.

DEMONSTRATION SERVICES:

Awareness material, workshops and inservice training are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

Published material for both students and teachers is available for implementation of the program. The demonstrating district will accept ten replicators.

# VII INTEGRATED HIGH SCHOOL SCIENCE

PROJECT TITLE: ESCAPE (Environmental Science Concepts and Processes-Enquiry) - SED #2016

CONTACT PERSON:

Michael J. Lancor, ESCAPE Demonstration Center, Sand Creek Junior High School, South Colonie Central S.D., 329 Sand Creek Road, Albany, NY 12205 TELEPHONE: (518) 459-1333 ext. 43

PURPOSES:

1. The student will develop operational definitions of concepts such as models, cycles, interactions, systems, equilibrium, and environmental controls.
2. Students will be able to perform scientific processes such as classifying, controlling variables, hypothesizing, and experimenting.
3. Students will be able to describe and recognize aquatic and terrestial ecosystems.
4. Students will be able to make rational decisions concerning earth crises and potential future problems.
5. Students will develop acceptable working habits in performing laboratory activities.

ACTIVITIES:

Within each of 14 sequenced units (e.g., primary processes, models, cycles, systems, hypothesizing and experimenting, equilibrium, you and your future), there are both teacher-corrected and student-chosen modules which use a uniform storage and retrieval system of science materials and equipment. The program is student-centered with emphasis on enquiry. The units are sequenced to develop a rational approach to environmental problems.

EVALUATION:

Module response sheets, quizzes and exams assess student progress in meeting unit objectives. Final exams are used as pre- and post-tests to evaluate the program. A seven-item student check-list assesses each student's laboratory skills. RESULTS: Reliability on the two different final exams was .813 and .79. The results of pre- and post-testing indicate that the objectives of the program have been met.

DEMONSTRATION SERVICES:

A brochure, follow-up packets, and on-site visits are available to interested districts. Awareness workshops will be scheduled on a regional basis in New York State.

SERVICES TO REPLICATING DISTRICTS:

A two-day, on-site training session will be conducted for replication districts prior to pilot testing of ESCAPE units. Training sessions include instruction on classroom management, equipment use and storage, teacher's role, student responsibilities, and program format. Printed materials, miscellaneous science supplies, and computer time for pre- post-testing will be provided. Consultants will be available for on-site visits to replicating districts during pilot training. The demonstration district will accept five to seven replicators.

# VIII BASIC PROBLEM-SOLVING SKILLS

PROJECT TITLE: Problem-Solving Skills/Humanities Enrichment Program - SED #2026

CONTACT PERSON:

Nettie W. Silver, Richmond Hill High School, NYC Board of Education Division of High Schools, 89-30 114th Street, Richmond Hill, NY 11418 TELEPHONE: (212) 846-3335

PURPOSES:

1. To provide interdisciplinary instruction in English, world studies, American studies, economics, philosophy and art.
2. To coordinate the abilities of teachers of the various disciplines and to assist them in understanding interrelationships among these disciplines.
3. To provide development in basic personnel communication skills: locating, gathering, and processing information, decision making, social interaction, critical thinking, valuing, and moral reasoning.
4. To supply insight into the constituents of a humanities/problem-solving skills program.
5. To aid teachers in the planning of flexible learning situations, and to utilize resource personnel to help teachers to gain fresh views of teaching.
6. To use the experience and knowledge of the National Humanities Faculty in order to become familiar with the humanities/problem-solving skills programs throughout the country.
7. To devise curricula which will explore and develop themes in three essential areas:
   a. self evaluation: values and ethics.
   b. the world experience: ethnic-cultural heritage, the American Dream, pluralism, crises in values.
   c. the arts and sciences in a free society.

ACTIVITIES

The grades 9-12 interdisciplinary, structured humanities program provides curriculum guides evolved through creative teacher efforts together with A/V material to stimulate student self-awareness, develop values models, and augment basic skills and further content learning. This is achieved through indepth study of ethnic/cultural heritages and the exploration of interrelationships among ideas and visions of man in literature, history and art. Activities include full use of community resources, free admission to theater and concert programs, consortia with neighborhood universities for humanities activities, and a culminating symposium.

EVALUATION:

Students whose SAT scores and general academic levels are average and whose background is blue-collar parochial have produced work which scholars have judged creative, mature, scholarly, and moral-valuing. RESULTS: The program has received commendation as exemplary from the National Humanities Faculty and other evaluating individuals and organizations, and validation from the NYS Education Department. Involvement with community civic organizations has resulted in community-funded action programs.

DEMONSTRATION SERVICES:

Awareness material and teacher training workshops are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide published material for implementation, curriculum guides, model lessons, hands-on training workshops, resource materials packets, teacher manuals, replication planning, on-site consultation, in-city conferences follow-up assistance, and start-up costs. The demonstrating district will accept six replicators.

# IX BILINGUAL EDUCATION

PROJECT TITLE: Bilingual Education - SED #2028

CONTACT PERSON:

Ms. Gladys M. Hannon, The District #12 Bilingual School
560 East 179th Street, Bronx, NY 10457 TELEPHONE: 212 294-9365

PURPOSES:

1. To develop instructional programs in English as a Second Language, Spanish enrichment, Spanish as a Second Language, Puerto Rican and Afro-American history and culture, and the introduction of science and math in a second language.
2. Assessment, selection and development of materials and guides in Spanish as a Second Language, Spanish enrichment, math and science.
3. The development of teacher understanding skills and academic and professional development in the areas of the instructional program.
4. To involve the parents and the adult community in the objectives of the instructional program.

ACTIVITIES:

The program is individualized on the basis of language dominance. Instruction in a second language in math, science, reading, and social studies begins in the early grades and is progressively increased in the remaining grades. In all grades children are grouped according to English dominance or Spanish dominance. A curriculum committee prepares diagnostic instruments, lesson plans, and workshops. Teachers attend workshops, training sessions, and demonstration lessons as well as attending college courses in the area of Bilingual Education. Parents are recruited and trained as volunteers in the school and are encouraged to observe the school in operation.

EVALUATION:

MAT and New York City reading test grades were used to evaluate the program. RESULTS: English- and Spanish-dominant students showed significant gains in the basic skills.

DEMONSTRATION SERVICES

Awareness materials and orientation workshops are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide inservice training and orientation visits. The demonstrating district will accept 15 replicators.

PROJECT TITLE: Rafael Cordero Bilingual School - SED #2029

CONTACT PERSON:

Martin Inra, Community School District #4, 2351 First Avenue, New York, NY 10035 TELEPHONE: (212) 534-5459

PURPOSES:

1. To provide a bilingual-bicultural program on the Junior High School level.
2. To incorporate the Arts into the program through a teaching and learning process
3. To train staff members to implement the bilingual education program.

ACTIVITIES:

In the Bilingual Education Through the Arts Program students learn photography, film making, and video taping in a bilingual setting. In the Instruction In Career Awareness Now Program students use their second languages outside the classroom. The Parent Education and Participation Program provides parents with certain English language and typing skills. BETTER PERSONNEL (The Bilingual Education Teaching Techniques For Educators and Resource Personnel Program) encompasses direct pre-service and in-service training of staff.

EVALUATION:

Testing was administered by an independent consultant. RESULTS: Seventh grade students as a group were improving in English reading at a rate of .14 grade equivalants per month; at this rate the 7th grade English-dominant students would be .2 grade equivalants above national norms at the end of the year and the Spanish-dominant seventh graders would be reading at an average grade equivalant level of 5.4.

DEMONSTRATION SERVICES:

All LEA's in NYS will receive an assessment questionnaire on bilingual programs at the JHS level. Intervisitations will occur between receiving and demonstrating schools for dissemination of program design, teacher-training workshops, and materials development.

SERVICES TO REPLICATING DISTRICTS:

Inservice training and published materials are available to replicating districts. The demonstrating district will accept six replicators.

# X CAREER EDUCATION

PROJECT TITLE: Career Internship Program - SED #2030

CONTACT PERSON:

Ester Korin, Rockland County BOCES, 61 Parrott Road, West Nyack, NY 10994 TELEPHONE: (914) 623-3828

PURPOSES:

1. The student will explore a career of interest to him/her through an individualized mentor-intern relationship.
2. Specific performance objectives will be developed for the student.
3. Continuous monitoring of the student's progress will be maintained.
4. School-community linkage will be strengthened by positive experiences with students.
5. Liaison will be established between guidance personnel in the home school and the Internship Teacher.
6. A supportive posture will be established and maintained with administrators of participating schools.
7. Parents will become positively committed to the CIP through active involvement.
8. Students will develop a sense of responsibility and independence in order to assure maximum benefits of internship experience without detriment to the rest of their school program.
9. Participation in the CIP will receive recognition through the granting of graduation credits.

ACTIVITIES:

Each student writes a contract with his adult community volunteer mentor with the assistance of the Internship Teacher. The Internship Teacher monitors students through site visitations, telephone conversations, and group sessions. Mentors participate with students and the Internship Teachers in structuring contracts and in outlining experience guidelines as well as in evaluation of students. Guidance counselors should participate in planning. Administrators are advised of student progress. Parent orientation is conducted at each school. Eleventh and 12th grade students are awarded .5 credits for 60 hrs. of internship experience. Eighth grade students have 12-15 hours of internship experiences and receive no credit.

EVALUATION:

A pre- post- evaluation instrument was designed by Policy Studies in Education to determine whether 80% of 8th, 11th, and 12th grade students in the CIP for one semester a) evaluated their experiences favorably, and b) demonstrated increased career knowledge of their chosen career possibility. RESULTS: The scores of this instrument averaged over 80%.

DEMONSTRATION SERVICES:

Awareness materials are available from the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

Training workshops and other assistance is available to replicators. The demonstrating district will accept five replicators.

PROJECT TITLE: Classrooms Beyond School Walls - Mamaroneck Career Education Project - SED # 2031

CONTACT PERSON:

Ms. Judith Johnson, Mamaroneck High School, Mamaroneck UFSD, Boston Post Road, Mamaroneck, NY 10543 TELEPHONE: (914) 698-9000 ext. 304/305

PURPOSES:

1. Students develop increased self-awareness, decision-making, and career planning skills.
2. Students achieve heightened awareness of the world of work, an appreciation of the roles workers play in making contributions to society, and increased skills and experiences in decision making and choosing alternatives.
3. Students are acquainted with the importance of applying basic academic skills to daily work.
4. Students learn that decision making includes responsible action in identifying alternatives, selecting alternatives most consistent with personal goals, and developing the capability of taking the steps to implement chosen courses of action.
5. Students learn the skills necessary to secure employment in career areas of their choice.

ACTIVITIES:

The project headquarters are also a training site and resource center where teachers may go to see sample learning activities and student products, to obtain consultation in implementing classroom activities, and to work on materials for their own classrooms. The staff attends workshops, holds an annual meeting for administrators, publishes four editions of "Career Chronicles" and conducts a minimum of three advisory council meetings yearly.

The participating teachers, through inservice workshops, learn how to incorporate into existing curricula, activites that provide career awareness and career planning and decision-making skills. They learn to diagnose student needs and to use community resources as part of existing curricula and to implement new teaching methods/materials, including the use of several kinds of media.

The elementary program (Focus on Careers) provides opportunities for students to increase their awareness of careers while learning how basic skill mastery is necessary to perform successfully in the world to which they aspire.

The middle school projects (Expanding Horizons Project Explore) provide opportunities for students to become aware of new interests and abilities. Project Explore offers, additionally, alternate modes of learning.

The High School program (Career Internship) provides indepth opportunities to explore careers of individual interest.

EVALUATION:

Pre- and post-tests which measured students' knowledge of career awareness were devised by the district with the assistance of an

external evaluator. RESULTS: The studerts measured at grade 3, 6, 8, and 10 scored significantly higher on the post-test than on the pre-test.

DEMONSTRATION SERVICES:

Brochures describing program content and objectives and activities, as well as a slide presentation giving an overview of classroom implementation, are available from the demonstrating district.

The chief training vehicle for the project's dissemination will be inservice workshops. Mamaroneck's key career education staff will provide local school districts with on-site three-day intensive workshops. Career education goals and activities for implementation will be presented; follow-up consultation is available to staffs of districts that are committed to replication.

SERVICES TO REPLICATING DISTRICTS:

The district can offer start-up funds to LEA's seeking to replicate this program. The demonstrating district will accept five replicators.

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PROJECT TITLE: Career Motivitation Program (CMP) - Grades: Middle and High School
SED #2032

CONTACT PERSON:

Kathryn Sims, East Aurora School, Main Street, East Aurora, NY 14052 TELEPHONE: 716 652-1000

PURPOSES:

1. The student learns to identify and clarify his personal strengths, interests, abilities, and career values.
2. The student learns to identify possible personal career areas and to explore each career area in terms of working conditions, entry requirements, future trends, and description of work.
3. The student learns to relate the degree of congruence between the self-defined and the self-extended career area using the rating scale.

ACTIVITIES:

The program, if conducted on a one full day basis, will take approximately five hours, including a short break in the morning and a one-half hour lunch break; the program can be broken into two half day sessions. Each activity is modeled by the leader who uses a detailed handbook as a structure guide. Work materials are designed to record and clarify individual activites of each participant.

EVALUATION:

Articles in professional journals have praised the techniques of CMP. One such article uses pre- and post-testing of attitudes toward the career decision process. RESULTS: The pre- and post-test shows an improvement of such attitudes after the CMP experience.

DEMONSTRATION SERVICES:

The demonstrating district will provide awareness materials, dissemination workshops, and follow-up consultations.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide CMP leaders' kits to replicating districts. The demonstrating district will accept fifteen replicators.

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PROJECT TITLE Syracuse Career Education Program (SCEP) - SED #2033

CONTACT PERSON:

Donald L. Stanistreet, Career Center, Lincoln Elementary School. 725 Vine Street, Syracuse, NY 13203 TELEPHONE: (315) 425-4133

PURPOSES:

1. To provide a multi-phased inservice training program to orient K-12 teachers to career education.
2. To provide supplemental objectives and activities in each Junior High subject area to enable students to explore various occupations related to their interests.
3. To provide all ninth grade students with the opportunity to receive counseling related to the Career Planner (Career Planner is an instrument designed to help students identify and select high school programs and courses based on career interests and abilities).
4. To provide inservice training for Junior High guidance staff in the use of the Career Planner.
5. To insure that each student, upon graduation from high school, will possess at least minimal employability skills.

ACTIVITIES:

Elementary school teachers use the Life Centered Curriculum Units - teacher written instructional units including purposes, objectives, teaching strategies, materials needed, student activity sheets, and evaluations which use social studies as a focal point to integrate career education. Programs and procedures involve business and industry communities in the school programs. Students have the opportunity to select an alternative to the general high school program and may elect the employability skills minicourse as part of their high school programs. Upon graduation students are provided with a Senior Packet which provides them with information regarding Employment Agencies, Career Counseling Agencies, Continuing Education Programs, etc.

EVALUATION:

Last year the SCEP was evaluated by Policy Studies in Education. Part of this evaluation was pre- post-testing of students. Teacher training aspects of the program were evaluated by Educational Services Incorporated. RESULTS: 94% of the student scores showed a significant difference between the two administrations of the test. Results of the teacher training evaluation were significantly positive.

DEMONSTRATION SERVICES:

The demonstrating district will make available to school districts career education awareness workshops and materials.

SERVICES TO REPLICATING DISTRICT:

The demonstrating district will provide inservice training for school districts' staff; career education infusion techniques; utilization of curriculum units and teacher guides created by teachers for the infusion of career education into the curriculum; procedures and techniques for establishing community involvement in the program; evaluation designs, procedures, and instruments for staff development and student competencies. The demonstrating district will accept as replicators a minimum of five school districts representing a cross section of school districts in New York State.

# XI PREVENTION AND REDUCTION OF RACIAL ISOLATION

PROJECT TITLE: Human Relations Program for a School Community - SED #2039

CONTACT PERSON:

George M. Cohen, White Plains Public Schools, 5 Homeside Lane, White Plains, NY 10605 TELEPHONE: (914) 946-4200

PURPOSES:

1. To reduce racial isolation as it affects children, faculty members, and parents.
2. To support, encourage, improve, and stimulate educational activities in the affective realm.
3. To increase communication throughout the system.

ACTIVITIES:

Teachers learn programs and techniques for use in their classrooms through four or five inservice courses per year, as well as through actual in-class demonstrations during the school day. Weekend programs allow groups of high school students and faculty members to participate in various human relations activities. A two-hour weekly program entitled Parent Awareness Workshop focuses on communication skills designed to improve parent and child relationships. A class in human relations is available to high school students in the alternative secondary education program.

DEMONSTRATION SERVICES:

All LEA's and non-public schools in New York will be notified of the demonstration project. Twenty-five districts will receive orientation programs.

EVALUATION:

Various instruments (e.g., Interpersonal Relationship Rating Scale) are employed in pre- and post-test evaluation procedures. RESULTS: Attitudinal and affective changes are significant.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide training and follow-up for replicating districts. The demonstrating district will accept five replicators.

PROJECT TITLE: Integrated Early Childhood Center - SED #2040

CONTACT PERSON:

Mary Bondarin, Cleveland Avenue School, Freeport, NY 11520 TELEPHONE: 516 623-2100

PURPOSES:

1. To provide an integrated pre-school experience which promotes achievement, self-acceptance, and inter-racial understanding.
2. To offer a school-based, pre-K program which makes use of revised curriculum and special facilities to provide a positive, integrated, initial school experience.
3. To provide staff training (teachers, assistants and parent volunteers) in areas related to the cognitive and affective development of young children.
4. To encourage and sustain active parental involvement in their "partnership" as educators of their children through meetings, specific training programs, and participation in classroom activities.

ACTIVITIES:

The curriculum includes the Child Development Centered Activities traditionally operating in pre-school classrooms with specific emphasis on integrating into these activities the development of academic skills. The Staff Development program works with the Child Development Associate Project in cooperation with Empire State College which focuses on behavioral objectives for early childhood classroom staff. The program has served as a center for involvement of community groups and agencies; Nassau County Early Childhood Resource Center provides ancillary services for teacher improvement; a Parent Advisory Board is involved in decision-making processes in all aspects of the programs; the program sponsors a follow-through project, K through first grade throughout the district and is the site of Early Childhood Handicapped Seek and Find Project.

EVALUATION:

The following tests were administered pre- and post-: Walker Readiness Test; Cooperative Pre-School Inventory; California Social Competency Scales; Classroom Behavior Inventory; Peabody Picture Vocabulary Test. Kindergarten screening is also administered. RESULTS: Significant gains were made by minority and non-minority students in social as well as cognitive areas.

DEMONSTRATION SERVICES:

Brochures and information packets are available to interested districts. Four regional information meetings will be held which will include multi-media presentations and opportunities to view the program, tour the facility, observe classrooms and special learning areas, and attend informational seminars on program goals, components, evaluation, and recording procedures. Descriptive materials and training packages will be distributed.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide technical assistance during an on-site visit to each district by the team with video-taped presentations for designated groups to encourage a district plan for integration of its pre-school program and to help identify community resources. Two-day training workshops will be held on topics of needs assessment, budget, management systems, facilities and equipment, goals, curriculum, staffing, parent involvement. The demonstrating district will accept a minimum of five replicators.

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PROJECT TITLE: Project R.E.L.A.T.E. (Reorganizing Elementary Learning Activities Towards Effective Education) - SED #2041

CONTACT PERSON:

William Dorsey, Ossining UFSD, 83 Croton Avenue, Ossining NY 10562 TELEPHONE: 914 941-7700

PURPOSES:

1. To so divide the district that the minority enrollment in each of the elementary schools will more closely approximate the total elementary school minority population than it did prior to redistricting.
2. To insure that there will be no loss in the quality of education offered in the four elementary schools.
3. To improve overall community relationships.

ACTIVITIES:

District lines were changed and children moved to different schools to keep racial balance. The quality of education was monitored.

EVALUATION:

Both objective PEP tests for reading and math in grades 3, 6 and 9 and subjective attitudinal surveys were used. RESULTS: In five instances out of six high performing students either maintained or improved their level of performance after redistricting according to the PEP tests. The attitudinal survey indicated that no reduction in the quality of education was perceived by teachers and parents after redistricting.

DEMONSTRATION SERVICES:

An initial awareness brochure to acquaint the school districts with Ossining's project will be made available to all interested school districts. Additional indepth awareness materials are available by request only. A one day awareness workshop is available to interested school districts for on-site demonstration of neighborhoods and the schools which serve those neighborhoods.

SERVICES TO REPLICATING DISTRICTS:

A one-day awareness visit to the Ossining school district is required to see the program in action. Sessions will be scheduled on a first come, first served basis. A thorough needs assessment will determine the extent of need for potential replicator districts. School districts identified as "high potential" replicators will be invited to replicate the project according to their own needs. Training will take place after a signed commitment of the district's plan to replicate has been submitted. Training sessions will be conducted on-site by project staff and will include community related activities, project management and management of redistricting, transportation, distribution of resources, demonstration and training manual, etc. Technical assistance and follow-up services will be available to replicators. The demonstrating district will accept five replicators.

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PROJECT TITLE: Program Options for Pupils (POP) - SED #2042

CONTACT PERSON:

Alan J. Lissauer, POP Project Director, Long Beach School District Administration Building, 235 Lido Blvd., Long Beach, NY 11561 TELEPHONE: 516 886-2203

PURPOSES:

1. To organize a district's elementary schools (K-6) into a multi-graded, integrated system which maximizes learning by matching learning styles of children with learning styles of schools.
2. To provide individualized instruction and the balanced distribution of population (according to racial, ethnic, socio-economic, geographic, and academic criteria) without dividing the community, isolating neighborhoods with diverse populations, or creating community conflict.
3. To offer parents choices between the following learning environments:
   a. teacher-centered program.
   b. open education, child-centered program.
   c. a multi-aged continuous progress program.
4. To involve parents and teachers in the formulation of these programs, and to educate parents to help them make informed choices for their children.
5. To maintain the following in all programs: (a) common curricular goals (b) equal quality of instruction in educational opportunities (c) continuity through the grades (d) emphasis on skills with individualization of instruction enabling each student to work at his/her best pace (e) parent involvement and participation in classrooms and instructional centers (f) comparable staff, facilities, special projects, equipment and materials at each program.
6. To increase community support for schools and budgets through direct parent participation and choice of childrens' programs, and to develop identity with educational programs rather than with neighborhood schools.

7. To stimulate educational growth of the system through the development of new ideas and techniques without additional expenditure.
8. To strengthen staff morale through their involvement in creating and implementing alternative programs and environments.

ACTIVITIES:

Each of the educational programs is developed in a separate school building. Teachers and administrators are involved in establishing the environment and curriculum for their programs through the use of meetings, workshops, mailings, and mass media. Open communication between the home, the school district and the community is developed so that staff and school families become partners in the process of reorganization. Parents submit the first, second, and third choices for educational programs with their children. Where parents do not make choices, teachers study the child and submit professional choices. Children, programs, and building requirements are matched.

EVALUATION:

After pupil assignment the actual population distribution (by race, ethnicity, socio-economic position, geography and academics) is compared with the hypothetical distribution assuming neighborhood schools with each school serving those grade levels served in the POP organization. RESULT: Actual population distribution is more balanced than in a hypothetical neighborhood school distribution.

DEMONSTRATION SERVICES:

The demonstrating district will provide awareness material to interested districts. The Project Director will analyze demographic data and school building facilities of seriously interested districts with a view toward implementing POP organization. The Project Director and/or the public information specialists will conduct an on-site indepth tour of the POP program as well as a detailed analysis of reorganization, implementation, and on-going administration and evaluation. The public information specialists will detail the process of community involvement and communication. The Project Director will visit seriously interested districts in their own communities and assess the district and the communities in terms of adopting the POP program.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide technical assistance in the form of procedures for community, school board, and staff involvement; curricula and classroom expertise; orientation meetings; workshops and inservice training as necessary; public information techniques; parent-teacher-student-administration-school board interaction and relationships. The demonstrating district will accept six replicators.

PROJECT TITLE: Interaction To Increase Bilingual Competency - SED #2111

CONTACT PERSON:

Janet F. Anderson, Nyack Union Free School District,
So. Highland Avenue, Nyack, NY 10960 TELEPHONE: 914 358-5700

PURPOSES:

1. To accomplish the mainstreaming of the Haitian student in a relatively short period of time.
2. To improve student cognitive development in mathematics, science, English communication, French reading, Haitian and American culture.
3. To increase staff awareness of the problems of the bilingual student in the American school.
4. To upgrade the socio economic status of community members.

ACTIVITIES:

A trilingual (Creole, French, English) certified teacher instructs non-English speaking students in mathematics and science, while paraprofessional teacher aides work with English-language mainstreaming teachers who are instructing transitional Haitian students in social studies, English, reading, science, and English as a Second Language. Afterschool workshop sessions of mainstream teachers and project personnel explore the customs and culture of Haiti and the rationale and techniques of bilingual education and produce classroom materials for Haitian students. Haitian community members work as paraprofessionals in the schools which provide them with the opportunity to enroll in a baccalaureate program in bilingual education at a nearby college.

EVALUATION:

Evaluators use the Stanford Achievement Test (arithmetic computation section) and the Prescriptive Reading Inventory. RESULTS: The gain in math computation skills was plus .69. The gain in English reading ability was between plus 4.5 and plus 5.0.

DEMONSTRATION SERVICES:

Interested districts may receive awareness materials on the processes used to reduce racial, bilingual/cultural isolation of any racial and cultural minority.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will train replicators in the design and implementation of a model program to meet the replicators' special needs, and will continue to assist schools in implementing model programs. The demonstrating district will accept five replicators.

# XII EDUCATION FOR THE GIFTED AND TALENTED

PROJECT TITLE: Project Extend (Extend Talents Through Experiences Which Nuture Development) - SED #2045

CONTACT PERSON:

Ms. Rosalind B. Byrnes, City School District at New Rochelle, 515 No. Avenue, New Rochelle, NY 10801 TELEPHONE: (914) 632-9000 Ext. 206 or 207

PURPOSES:

1. To develop a process for the identification of gifted and talented pupils at the elementary level and to provide a model of educational programming for this population.
2. To develop a compendium of programs for gifted children.
3. To establish a school-community planning committee.
4. To increase the knowledge of the task force on alternative programs for gifted and talented pupils.
5. To develop a program for gifted and talented pupils.
6. To increase student growth beyond that which would normally be predicted as measured by parent and teacher judgment in the following areas: (a) research skills (b) literary skills (c) written communication skills (d) oral communication skills (e) work study skills (f) social skills (g) interests.

ACTIVITIES:

A task force composed of administrators, teachers,and parents will develop a process for identifying gifted and talented students, review organization changes necessary for the implementation of a full-time program for gifted and talented students, recruit staff in accordance with specified criteria, construct new curricula based on a thematic approach with emphasis upon the development of all modes of communication, identify and recruit multiple human resources, and develop strategies for public dissemination of the program developed.

EVALUATION:

A questionnaire was developed to elicit observations by parents and teachers of student growth or lack of growth in the areas outlined in objective five. RESULTS: According to the questionnaire growths were as follows: 96% in research skills, 64% in literary skills, 71% in written communication skills, 71% in oral communication skills, 61% in work study skills, 93% in social skills, 75% in interest.

DEMONSTRATION SERVICES:

Published information materials, inservice training, and program visitations are available to all interested districts.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district helps the replicators to develop staff, community, and board support; identify gifted and talented population; adopt/adapt the New Rochelle model; and train staff in the implementation of the program. The demonstrating district will accept six replicators.

PROJECT TITLE: Screening and Identification of the Gifted/Talented - SED #2046

CONTACT PERSON:

Thomas N. Palmatier, Saratoga-Warren BOCES, Wilton, NY 12866
TELEPHONE: 518 584-3239

PURPOSES:

1. To develop a valid apparatus for identifying giftedness and talent.
2. To develop and apply fundamental resources in a local community and the region toward a program for the gifted and talented student.

ACTIVITIES:

Teacher volunteers produced a manual for screening and identification of gifted/talented students. The regional BOCES has served as an implementing agent for special programs for gifted/talented students.

Appropriate means of public information were used to publicize the program during the development of apparatus and screening. A talent bank of lay expertise was created to assist the school by providing discipline, professional orientation, and instruction to young people in outside school locations. Several schools immediately used the identification manual, tabulated screening data, and began initial program/experiences the following year.

EVALUATION:

Feedback has been solicited from local schools using the screening procedures. RESULTS: Three county schools have instituted an annual or biannual screening exercise and have instituted programs/experiences. Two systems are now moving toward identification. The remaining five have not begun formal screening procedures.

DEMONSTRATION SERVICES:

Locally prepared materials, guidance, consultancy, and workshops are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

The Saratoga-Warren BOCES will provide a team or teams of experienced staff to orient and train representative professional people and laity on philosophy, position papers, public relations, staff awareness, screening and identification methodology, staff organization, talent banks and other needs and programs. In addition, this BOCES will provide requested supervision of on-scene screening, tabulation of essential data on children, orientation of the committee on the gifted, and evaluation of data and follow-up inventories to the extent that time and logistics will permit. This BOCES will also provide on-site evaluation of staff organization, screening, tabulation costs, and all essential questionnaire processing, and will be available for whatever remedial action may seem appropriate. The demonstrating district will accept eight replicators.

PROJECT TITLE: Reciprocal Learning as Program Enrichment for Gifted/Talented - A Direction for Humane Study - SED #2047

CONTACT PERSON:

Mrs. Elaine D. Stoddard, Schenectady City School District,
108 Brandywine Avenue, Schenectady, NY 12307
TELEPHONE: (518) 370-8101

PURPOSES:

1. To develop a comprehensive definition of the Gifted/Talented Pupils in the school system
2. Through a selective process, to identify pupils' expertise, aptitudes, and interests.
3. The development of Reciprocal Learning as Program Enrichment (RLPE) which would address itself to a variety of talents through a single organization.
4. To provide continuing education for teachers, administrators, parents and community mentors regarding the needs and education of the gifted/talented.
5. To provide community-based programs (such as internships) for pupils.
6. To employ continuous assessment processes in order to effect the necessary changes in content, methodologies, and organizational structure.

ACTIVITIES:

Qualified teachers, selected secondary pupils, and community mentors serve as facilitators of learning for selected younger pupils. The teaching role is primarily non-directive. Secondary pupils are provided experiences in the valuing process in traditional classroom and community valuing situations. They serve in roles as interns and student instructors and they participate in a special course designed to develop skills in critical thinking, leadership, process observation, and group interaction. An organizational model and a variety of area content and teaching models are developed.

EVALUATION:

Objectives are evaluated continuously using instruments which include pupil/teacher questionnaires, goal expectations designed by team teachers and pupils, and written testimonials by students, parents, and teachers. These instruments use the Likert Scale. RESULTS: 90% enrolled in RLPE gave evidence of meeting specified objectives. Team expectations for pupil behaviors indicate 95% success in achieving goals for small groups and at least 75% for individual goals.

DEMONSTRATION SERVICES

Awareness and training workshops for administrators, teachers, students, community personnel, and parents will be furnished by the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

A "Survey of Needs Package," containing an organization model and a variety of content area models for each area of study will be furnished to replicating districts. The demonstration district will accept five replicators (or more if services are shared with nearby districts).

# XIII ENERGY CONSERVATION

PROJECT TITLE: A BOCES Approach to Developing Energy Conservation Programs for Individual School Districts - SED #2050

CONTACT PERSON:

Bruce Brummitt, City School District, 90 No. Main Street, Gloversville, NY 12078 TELEPHONE: 518 725-7614

PURPOSES:

To organize, through a BOCES, a method for conserving energy without major expenditures for staff or equipment.

ACTIVITIES:

A series of four workshops is held with school business offices and custodial staffs on such subjects as what can be expected from an energy conservation program, the scheduling of mechanical systems, the maintenance of controls, retrofitting plans, and data recording systems. An engineering survey of each school is done at the same time that the workshops are scheduled; this survey considers heat loss, problem identification, boiler combustion checks, and recommendations for corrections or improvements.

EVALUATION:

An analysis of power bills adjusted for degree days, consumption figures taken from daily meter readings, and the analysis of frequency success in solving energy usage complaints indicate the effectiveness of this program. RESULTS: All of these measures indicate positive results.

DEMONSTRATION SERVICES:

An outline of the year's activities and printed workshop materials are available.

SERVICES TO REPLICATING DISTRICTS:

All workshops and technique development will occur in the actual schools where the project is implemented. Emphasis is on practical, "hands on" training.

Individual school districts and their operational, custodial, and maintenance personnel will receive training in the techniques, skills, knowledge and approaches to energy conservation in individual school buildings. Present energy usage will be analyzed; audits will be made of existing facilities to determine the present effectiveness; workshops will be conducted in meter reading, record-keeping, degree day analysis, demand load monitoring, etc. The demonstrating district will provide for replication by one BOCES and its component districts.

PROJECT TITLE: Energy Conservation Program of Rochester - SED #2051

CONTACT PERSON:

Keith A. Marshall, PE, Rochester City School District,
13 So. Fitzhugh Street, Rochester, NY 14514
TELEPHONE: (716) 325-4560 Ext. 264

PURPOSE:

To aid districts in establishing a program for Energy Management and Conservation.

ACTIVITIES:

An energy conservation policy and program was established for the district. A program was developed for gathering information and for measuring consumption, comparing energy use between buildings, and projecting energy costs. An incentive program was developed which will provide financial incentives to building administrators who are successful in reducing energy consumption.

EVALUATION:

Careful records have been kept on energy consumption in the school buildings. RESULTS: In its second year of operation the program has resulted in a projected saving of over $121,410 of which $60,705 was returned to buildings which actually reduced usage. Rebates of over $4,000 were made to four schools with a high of $7,075.

DEMONSTRATION SERVICES:

A program abstract will be sent to all districts throughout the State. Additional information will be sent to those districts requesting it to make them aware of program details. The program will be presented and discussed at regional OEP conferences. Training and Assistance Conferences will be conducted regionally for those districts interested in details of the plan.

SERVICES TO REPLICATING DISTRICTS:

Training, technical assistance and follow-up services will be provided to appropriate business managers, superintendents of buildings and grounds, and clerical staff in order to facilitate adoption of the plan. Replicator districts' requests for funds will be processed and negotiations will be made with the Title IV-C office. The demonstrating district will accept a minimum of five replicators.

# XIV COMPENSATORY EDUCATION

PROJECT TITLE: TV Reading and Communication Program - Grades 3 through 8 - SED #2067

CONTACT PERSON:

Mrs. Ruth L. Cafarella, School District of the City of Mount Vernon, 165 No. Columbus Avenue, Mt. Vernon, NY 10553 TELEPHONE: (914) 668-6580

PURPOSES:

To harness for students in grades 3 through 8 the motivating force of popular, commercial TV programs in a "back to basics" approach in order to improve significantly: a) skill in getting information from printed materials to be demonstrated by achievement test scores in reading and social studies, b) skill and use of language to be demonstrated in improvement in ability to produce grammatical sentences.

ACTIVITIES:

Capitalizing on student interest in popular, commercial TV, teachers use carefully designed lesson plans prepared from the actual scripts used by TV producers to focus on academic skills and underlying psycholinguistic abilities. The lesson plans include skills related to social studies, oral language, reading, writing and skills that affect learning rate (memory, attention, grammar, visual and auditory integration). The lessons provide for receptive, processing, and expressive activities at both the habit and mediated levels of comprehension. Classroom and subject area teachers are taught by TV reading specialists how to utilize the instantaneous feedback mechanism associated with direct instructional methods. Teachers learn techniques which enable them to assess lesson mastery continuously; to correct responses; to increase the number of learning trials; to monitor student ability to transfer skills taught in the auditory-vocal (listening-speaking) channel to the visual-motor (reading-writing) channel. Teacher and student participants will learn to operate the specialized equipment - TV camera, video tape recorder, and TV monitor - and use it in learning, processing, and expressive activities.

EVALUATION:

A study of the program at the secondary level was done in 1976; previous studies were collected over a two-year period for fifth graders. RESULTS: Results of both the 1976 study and previous studies indicate positive results.

DEMONSTRATION SERVICES:

Awareness materials and workshops are available for interested districts.

SERVICES TO REPLICATING DISTRICTS:

During three-day workshops, key school personnel will develop expertise in relating activities to skill building in reading, speaking, observing, listening, writing, recalling, interpreting, articulating, reflecting, investigating, evaluating, video taping, individualizing the practice of skills, using television and video tape equipment, and preparing students to conduct interviews as a means of investigating current issues. Inservice training and published materials for implementation can be provided by the demonstrating district. The demonstrating district will accept five replicators.

PROJECT TITLE: Systematic Evaluation and Management of Compensatory Education - SED #2068

CONTACT PERSON:

Edward J. Swensen, Rocky Point Public Schools, 82 Rocky Point-Yaphank Rd., Rocky Point, NY 11778 TELEPHONE: (516) 744-1600 Ext. 27 or 29

PURPOSES:

1. To establish Information Systems capable of use by all members of the district staff, teachers, program managers, and decision-making personnel of the district, thus assuring maximization of resource-to-need and benefit of the educationally disadvantaged student.
2. To establish a framework wherein student achievement data is used for the monitoring of individual projects as well as providing assistance for remediation of difficulties.

ACTIVITIES:

Data is gathered through a comprehensive program of testing and organized within a framework which places the student needs at the center. The data is used to establish a system which maximizes the delivery of instructional activities for resources available. Students are tested on a pre- and post-test basis in the fall and spring of each academic year and the results of the test data are analyzed by the central office staff and other administration personnel on an individualized student basis. Inservice meetings and workshops which include teachers help develop appropriate curricula. Administrative personnel use the procedures to make policy decisions as to the effectiveness of programs and the allocation of resources and effort.

EVALUATION:

The pre- post- Metropolitan Achievement Tests were used to evaluate the program. RESULTS: Elementary and Secondary Education Act (ESEA) children have improved, using historical regression analysis, at a significantly greater rate after program intervention than before.

DEMONSTRATION SERVICES:

Introductory brochures describing the project are available. Awareness workshops are available to districts interested in pursuing the project. Sample manuals and materials have been prepared for districts which have demonstrated interest in the project.

SERVICES TO REPLICATING DISTRICTS:

The demonstration district will provide the following services to replicators: a) pre-installation meetings to prepare members of the staff of the replicating districts to install the model-these meetings include "hands on" exercises which apply the model to the district's own particular program, b) periodic meetings are provided the districts that have initiated installation, c) manuals and formats are distributed to replicating districts, d) "on call" services are available so that replicating districts may make contact during the installation process for clarification and assistance, e) an evaluation framework is established to measure the effectiveness of installation.
The demonstrating district will accept twelve replicators.

# XV INDIVIDUALIZED INSTRUCTION IN GENERAL EDUCATION

PROJECT TITLE: Individualized Prescriptive Instructional Management Systems for Underachievers in Reading - SED #2069

CONTACT PERSON:

Sidney Beckwith, Union Springs Central School System,
27 No. Cayuga Street, Union Springs, NY 12160
TELEPHONE: 315 889-7334

PURPOSES:

1. To employ a district-development management system to monitor and report the progress of individual students and aggregates of students by skill and needs classification.
2. To foster the most effective use of the district's resources (human, material, and monetary) to assist students in achieving their maximum potential in reading.
3. To diagnose individual strengths and weaknesses in reading.
4. To design appropriate prescription and resources for reinforcing developmental concepts and/or amelioration of deficiency areas based on the reading level of the student.
5. To continuously evaluate and disseminate individual progress to students, parents, and teachers.

ACTIVITIES:

Placement in the program is predicated on analysis of Norm and Criterion-Referenced data at the end of grade 6, student cumulative records, and recommendations of teaching and resource personnel. Analyses of test results indicate the particular areas of need for corrective treatment in reading for each child. Individualized instructional programs based in the Reading Center are devised for each child. Modifications in individual student programs are made on the basis of computerized formative evaluative data.

EVALUATION:

Data on the mastery of specific reading skills were gathered. RESULTS: The mean of students mastering objectives after treatment in the program was approximately 52%.

DEMONSTRATION SERVICES:

Information is available to the interested districts.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will train -- at the site of the demonstrating district -- replicators in the understandings necessary to use the model. A variety of evaluation techniques will be employed to measure the extent of replication, including completed products, training materials, formats, evaluation questionnaires, rating sheets, and logs. The demonstrating district will accept five replicators.

PROJECT TITLE: Improved Basic Skills in Reading and Math? Here's a System that Works! - SED #2070

CONTACT PERSON:

Stephen Lieber, Mineola UFSD, 200 Emory Road, Mineola, NY 11501
TELEPHONE: 516 294-6538

PURPOSES:

1. To improve students' reading and math skills, from grades 2 through 10, and thereby improve both students' attitudes toward reading and math and their self-esteem.
2. To improve teachers' skills in teaching reading and math, and thereby improve their attitudes toward teaching reading and math.
3. To improve instructional effectiveness by providing teachers, administrators, supervisors, and parents with continual feedback on student progress.
4. To increase support by parents and the entire school community as a result of improved academic performance.

ACTIVITIES:

A management procedure was set up for assessing the needs, current status, program, and program results. An extensive package of reading and math objectives and criterion-referenced test items was developed. A computerized system was developed for monitoring student progress and identifying weaknesses in order to improve their progress. Inservice training was established for teachers and administrators and orientation meetings were held for parents.

EVALUATION:

The following instruments were used: a) a comprehensive standardized (norm-referenced) testing program, b) instruments which measure the attitudes of students and staff, c) a model for product assessment (including computer programs), d) an assessment model using criterion-referenced materials, e) statistical procedures for determining the significance of trends in test scores. RESULTS: Statistically significant progress in reading and mathematics was made by students in the program as compared with control groups which did not use the program.

DEMONSTRATION SERVICES:

Awareness brochures on in depth descriptive information packages, and orientation workshops will be available to interested districts. For districts interested in pursuing this further, there will be an in depth workshop either in Mineola or in your own district.

SERVICES TO REPLICATING DISTRICTS:

Districts which adopt this program will receive assistance in planning pilot programs, developing time lines, establishing objectives, and preparing inservice workshops for all staff involved. Computer help in monitoring students, aid in developing evaluation design procedures, follow up communications, assistance in interpreting and disseminating results, and other services will also be available. The demonstrating district will accept five replicators.

PROJECT TITLE: Basic Educational Skills Program - SED #2071

CONTACT PERSON:

Dr. Joseph M. O'Connell, Project Administrator, Red Creek Central School, Red Creek, NY 13143 TELEPHONE: 315 754-8731

PURPOSES:

1. To provide early diagnosis of problems with emphasis on learning disabilities, reading, and math.
2. To reduce the need for future remediation by offering a pre-first program to pupils who demonstrate delayed maturation or experiental deficiencies.
3. To employ the prescriptive approach to resolving individual learning problems.
4. To offer specific programs and/or alternatives to pupils with special educational needs.
5. To foster a closer working relationship between classroom teachers, compensatory teachers, parents, and pupils.

ACTIVITIES:

Small group and/or tutorial settings for learning are provided and pupils have daily contact with the compensatory student staff for at least 30 minutes. The manipulative math approach and the comprehensive record control systems are used. Learning modalities (audio, visual, tactile, etc) are varied. Eye interest learning materials are developed and acquired. The program fosters increased contact and cooperation among teachers, parents, and child.

EVALUATION:

Standardized tests are used to evaluate the program. RESULTS: Pupils in the compensatory education program have consistently performed beyond levels of expectancy as predicted by T-scores usually above the .05 level of significance.

DEMONSTRATION SERVICES:

The demonstrator is prepared to offer awareness materials to interested districts.

SERVICES TO REPLICATING DISTRICTS:

Replicators will receive on-site demonstration and training sessions and will be monitored regularly and assessed in the development of models to meet their specific needs. Concluding activities will provide adoptor districts with viable curricula that will be systematically updated on a needs basis. The demonstrating district will accept six replicators.

PROJECT TITLE: Establishment of Individually Guided Education (IGE) as a Means of Improving Instruction and Pupil Attitudes - SED #2078

CONTACT PERSON:

Mr. Frank C. Woodworth, 90 No. Main Street, Gloversville Enlarged City School District, Gloversville, NY 12078
TELEPHONE: (518) 725-5871

PURPOSES:

1. To significantly improve median percentile scores in reading and to substantially reduce the number of children reading below the State reference point of minimum competency as reflected on PEP scores.
2. To significantly improve median percentile scores in mathematics and to substantially reduce the number of children performing in mathematics below the level of minimum competency.
3. To improve motivation and desire to go to school as reflected in a significant improvement in average daily attendance in two elementary schools.

ACTIVITIES:

IGE is a comprehensive system designed to produce higher educational achievements by providing for differences among children in rate of learning, learning style, level of motivation, and other characteristics. IGE consists of seven components: a) a multi-unit/multi-aged organization to facilitate individualization, b) instructional programming modes - a management system for teaching children according to their rates and styles of learning, c) curriculum materials and instructional procedures, d) a model for measurement and evaluation, e) an organized program for home-school-community relations, f) a facilitative environment, and g) research and development.

EVALUATION:

Third grade PEP scores were used as a basis for statistical evaluation. RESULTS: A statistically significant gain was shown for the two schools employing IGE as compared to the entire district.

DEMONSTRATION SERVICES:

Descriptive brochures and other awareness materials as well as awareness workshops and visitations from interested school districts will be provided by the demonstrating district.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide funds to defray the cost of inservice training, inservice training itself, necessary materials to implement the program, and evaluation materials to replicators. The demonstrating district will accept five replicators.

PROJECT TITLE: Comprehensive Support Services Program (Needs-Based Program) - SED #2112

CONTACT PERSON:

Quinn Newton, Ithaca School District, 555 Warren Road, Ithaca, NY 14850 TELEPHONE: (607) 257-1551

PURPOSES

1. To provide early identification and diagnostic evaluation of special learning needs.
2. To provide strategies and interventions resulting in increased student achievement.
3. To maintain students within the classroom by providing instructional support for the teacher.
4. To coordinate members of pupil personnel services into support teams for diagnostic/prescriptive purposes.

ACTIVITIES:

Students with special learning needs are identified through referral procedures, classroom screenings, and standardized tests. Learning needs of individual students are diagnosed by one or all members of the support team. Intervention may include non-academic plans, classroom work with the teacher, resource room tutorial support, or parent or community contact. The progress of the individual student and the impact of the program upon student achievement are continually assessed. Each of the 16 schools in the district has a Support Team consisting of a support teacher, a school psychologist, a speech and language specialist, a social worker, a school nurse/teacher, a principal, and appropriate guidance counselors. The support teacher has the key role of educational diagnostician and coordinator of all team efforts.

EVALUATION:

Four sources were used: student performance as assessed by achievement tests in key academic areas, teacher questionnaires, interviews with a sample group of parents, and questionnaires completed by school administrators. RESULTS: Students gained significantly greater than the national norm in math, word recognition, and comprehension. Surveys and questionnaires indicated support from administrators, teachers, and parents.

DEMONSTRATION SERVICES:

Awareness materials, workshops, and inservice training are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

Published material for implementation, visitations to replicator districts, and video-color cassette illustration models are available. The demonstrating district will accept five replicators.

PROJECT TITLE: MANAGEMENT PROCESS DEVELOPMENT (Compensatory Reading Programs in Grades 1-12) - SED #2113

CONTACT PERSON:

Mr. Anthony Mello, No. Rockland Central School District, 117 Main Street, Stony Point, NY 10980 TELEPHONE: 914 942-2700 ext 300

PURPOSES:

1. To have all children carefully screened by teacher evaluation and norm tested to determine needs for supplemental instruction.
2. Through the screening, to diagnose each child's learning deficits and to prescribe an individualized program aimed at overcoming them.
3. To develop the concept of a "team effort" so that supplementary programs do not operate in isolation from the regular school program.

ACTIVITIES:

Each building has a "Chapter 241" reading resource teacher who, along with the teaching assistant, works under the direct supervision of the building principals with overall coordination provided by the district reading coordinator. Inservice training is provided for administrators and classroom teachers. A wide variety of reading materials, including High Intensity Learning Centers (HILS), are employed. The program is continually monitored.

EVALUATION:

All children receiving program services are pre- and post-tested using Gates-MacGinitie Reading Tests (one through eight) and the reading part of the California Achievement Test (nine through twelve). RESULTS: Children in the program indicate significant progress in reading.

DEMONSTRATION SERVICES:

Awareness materials are available on request. Orientation workshop sessions will be coordinated through area BOCES.

SERVICES TO REPLICATING DISTRICTS:

Replicating districts will be guided through a series of workshop sessions that will show the replicators how to do the following: a) select a task force; b) conduct an effective needs assessment; c) set realistic, attainable goals; d) administer, score, and interpret criterion referenced tests; e) use the test data to prescribe appropriate material; f) conduct an effective inventory of materials and determine their application; g) establish an evaluation design for compensatory reading programs; h) develop a staff's ability to diagnose and use appropriate materials. The demonstrating district will accept five replicators.

PROJECT TITLE: Individualizing Instruction at the Secondary Level - SED #2079

CONTACT PERSON:

Mr. Joseph Maurer, Lindenhurst UFSD, 300 Charles Street, Lindenhurst, NY 11758 TELEPHONE: (516) 226-6467

PURPOSES:

1. To develop individualized materials so that students may choose between traditional and individualized approaches to learning.
2. Students will be able to infer, hypothesize, generalize, analyze, and interpret research material, information, and data.
3. Students will be more aware of and respond to their self-images and self-directions, assuming responsibility for themselves and others and developing a better attitude toward learning.
4. Students will be able to solve problems, resolve conflicts, make decisions, and clarify values from the process type activities.

ACTIVITIES:

The math, science, social studies, and art departments have developed their individualized instruction programs somewhat independently. Facilities and materials include learning centers, audio-visual materials, and learning packets which include print materials as well as audio-visual materials.

EVALUATION:

Studies in each department and detailed analyses in the biology program compare students of similar IQ and reading levels in the individualized instruction program and the traditional program. RESULTS: The Regents exam scores of students experiencing the individualized instruction model were significantly higher than those of students in a traditional program.

DEMONSTRATION SERVICES:

Awareness materials and workshops are available to interested districts.

SERVICES TO REPLICATING DISTRICTS:

Training materials available to replicating districts include assistance in decision making and in developing and/or selecting objectives, activities, modes of instruction, coding systems, pre-tests, post-tests, monitoring systems for classroom management, materials management, cognitive/evaluative systems, affective evaluative systems, community-school interaction, teacher inservice training, budget planning, preparing and duplicating audio-visual materials, teacher adjustment in educational change, and developing implementation and instructional strategy. Published individualized materials available for implementation are as follows: Regents Biology, Regents Chemistry, Regents Physics, Social Studies 9-12, Art 10-12, Mathematics for Slow Learners, Math, Minimum Competency. The demonstrating district will accept six to ten replicators.

PROJECT TITLE: Project CHILD (Creative, Holistic, Individualized, Learning Development - K-6) - SED #2080

CONTACT PERSON:

Mrs. Dianne Wetjen, Smithtown Central School District, Meadow Glen Elementary School, Landing Meadow Road, Smithtown, NY 11787
TELEPHONE: (516) 265-0102

PURPOSES:

1. At the conclusion of their elementary school experience, students will demonstrate competency in basic skills at least equal to that of other elementary schools in the district, even though they are exposed to numerous areas of instruction not commonly found in traditional elementary school programs.
2. Students professionally diagnosed as having learning disabilities and/or severe emotional conflicts will demonstrate realistic academic progress and be placed in instructional programs of complete mainstreaming.
3. The instructional program and administrative design will reflect specific recommendations of the most current research in child development and a holistic approach to the development of learning.
4. Students will develop and use specific skills of high cognitive thinking, social problem solving, and group interaction.
5. Many parents and other community leaders will be involved in the learning process in a planned manner.

ACTIVITIES:

Teaching methods and activities are developed within the framework of the developmental learning sequence. Many activities are collected in an inexpensive in-house retrieval system. These activities stress observation of the child's intra-individual variations. Informal and formalized records are kept on student progress. Open-ended learning opportunities featuring lateral thinking are used in the instructional program at all grade levels. Regular classroom meetings specifically designed to advance skills in planning, evaluation, and social problem solving are available to students at all grade levels. A learning team, composed of the regular staff specialists and the principal, provides diagnosis and strategies for mainstreaming students with learning disabilities or emotional conflicts. Trained community volunteers provide added learning experiences that many students need.

EVALUATION:

The Iowa Tests of Basic Skills were given to all of the sixth grade students in the district in 1974. RESULTS: The demonstration school sixth grade students who entered the program as kindergarten students scored at the norm or above in all of the Basic Skills. The demonstration school scored better than the normative samples in over 70% of the questions calling for high level cognitive responses.

DEMONSTRATION SERVICES:

Services such as the following are available to districts: Project Awareness Introduction, one three-day training workshop for administrative and teaching personnel.

SERVICES TO REPLICATING DISTRICTS:

The demonstrating district will provide training materials and continued practical assistance to adopter districts. Needs assessment will determine the extent of training necessary. Local site training is available to those districts that require it. The demonstrating district will accept twelve replicators.

# XVI PROBLEM SOLVING/PLANNING

PROJECT TITLE: Problem Solving and Planning Activities: Methods for Achieving Selected Program Change - SED #2090

CONTACT PERSON:

William J. DeFreis, Iroquois Central School, Box 32, Elma, NY 14059 TELEPHONE: (716) 652-3000 ext. 575

PURPOSES:

1. To use the Western New York Planning-Program-Budgeting-Systems Project (PPBS) as a systematic approach to improving the district's ability to reach its objectives within stated, limited resources.
2. To aid planners in determining probable costs and effects of actions based on potential implementation of new programs, courses, or materials.

ACTIVITIES:

A number of committees was established involving various publics, and a number of activities was initiated to identify the existing problem areas within the school system. A Program Structure was developed to clarify the relationships between various elements of the administrative and instructional program in the school system.

EVALUATION:

Comparisons were made of the percentage of the students in the third and sixth grade whose math and reading scores were above grade level or better before and after the installation of this program. The percentage of staff members involved in program planning was noted. RESULTS: The percentage of third and sixth grade students whose math and reading levels were at grade level or better was higher after the implementation of the program. Sixty percent of the staff members have been involved in the program plan.

DEMONSTRATION SERVICES:

The demonstration team of Superintendent or Assistant Superintendent, Building Principal, Board Member, and Project Director will describe the historical and conceptual strategy used to develop successful planning practices. Consultant services for selected program investigation, development, and replication grant proposals will be reviewed by the demonstration team of Iroquois.

SERVICES TO REPLICATING DISTRICTS:

The Iroquois Central School Demonstration Team will, through workshops and replication of demonstration districts, on-site consultants, and program materials, assist applying districts to develop a program structure to better organize and manage the district, develop a system of program analysis that involves human resources to improve services to students, develop a budgeting system that associates cost with services, and develop a communication system between the districts and the persons being served. The demonstration district will accept five replicator .

# XVII COORDINATING HEALTH AND NUTRITION SERVICES

PROJECT TITLE: PATHS (Paramedical Approaches to Health Services) - SED #2101

CONTACT PERSON:

Carol B. Sanders, CSD #11, 1250 Arnow Avenue, Bronx, NY 10469
TELEPHONE: (212) 920-1417

PURPOSES:

1. As a result of careful screening, intensive preservice training, and continuous inservice training, health interns will demonstrate the competencies essential for conducting a complete health services screening and follow-up program within their assigned schools.
2. As a result of the use of health interns in each of the district's schools during the school year, 75% of the pupils referred for medical follow-up will have received this help.
3. As a result of the use of health interns in each of the district's schools during the school year, there will be a substantial increase in parent response to school requests for follow-up of identified health needs.
4. As a result of the use of health interns in each of the district's schools, the immunization level for pupils will increase from a reported 50% (New York City Board of Health figures) to over 95%.

ACTIVITIES:

Health interns are non-professionals living in the community and selected by the Supervisor of Health Education and Services in consultation with each of the building principals. They were carefully chosen on the basis of an application and subsequent interview based on the following criteria:

a) educational background
b) appropriate previous experience
c) willingness and ability to accept and benefit from training
d) interest in the area of health services
e) sensitivity to the needs of the children
f) ability to work with parents
g) recognition of a role as a member of the school's health services team

An organized pre-service and inservice training program was conducted for health interns. Health interns appraised pupils' health through screening and made appropriate referrals for sophisticated medical services when necessary.

EVALUATION:

As a result of the request of the Division of Health and Drug Education Department, the district prepared an extensive evaluation report based on careful study and analysis of the program's objectives and its implementation. RESULTS: 28,000 pupils were screened. Screening included a four-part vision test, an audiometer test, and a check of immunization records at a cost of less than $3.00 per child. The following defects were discovered by the screening procedure and referred: 2,500 vision defects, 2,000 hearing defects. The rate of children without full immunization records was drastically reduced.

SERVICES TO REPLICATING DISTRICTS:

A health manual and training for personnel of replicating districts are available from the demonstrating district. The demonstrating district will accept five replicators.

PROJECT TITLE: SSHOT (Special School Health Office Teams) - SED #2102

CONTACT PERSON:

Celine S. Racine, East Greenbush Central School District, East Greenbush, NY 12061 TELEPHONE: 518 477-8711, Ext. 309

PURPOSES:

1. To provide a more comprehensive health assessment for school pupils.
2. To expand the professional function of the School Nurse-Teacher (SNT).
3. To have routine health program activities performed by the Health Office Assistant (HOA) under the supervision of the School Nurse-Teacher and the School Nurse-Teacher Practitioner with the School Nurse-Teacher assigning priority activity.

ACTIVITIES:

Selected pupils are referred by the School Nurse-Teacher to the School Nurse-Teacher Practictioner (SNTP). The SNTP will conduct the health assessment, communicate with the SNT on follow-up activities, and consult with school physicians. The School Nurse-Teacher will conduct all mandated health services activities other than physical examinations. The level of follow-through activities will be increased through individual counseling with the students, teachers, and parents. Health instruction activities will also be increased. The Health Office Assistant will take charge of routine activities such as testing vision, hearing, height, and weight and first aid and will refer to the School Nurse-Teacher pupils who are in need of the School Nurse-Teacher's professional attention.

EVALUATION:

The SNT and the HOA maintained a log of activities which showed their roles in teaching and counseling. RESULTS: The SNT was able to devote more time to professional level activities which would not have occurred without the assistance of the HOA. The HOA engaged in various paraprofessional and clerical level activities.

DEMONSTRATION SERVICES:

Project awareness materials will be available to interested school districts. An awareness visit to the demonstration site is recommended to see the program in action. Awareness sessions will be scheduled on a first come, first served basis.

SERVICES TO REPLICATING DISTRICTS:

Indepth orientation and inservice training of staff (program administrator and members of health services staff) will be provided. A minimum of three days of training is recommended. Materials provided will include a training manual for health office assistance, staff evaluation forms, and other forms used by health services personnel. Follow-up services will be available to the replicating district. The demonstrating district will accept five replicators.